

LOWELL PUBLIC SCHOOL DISTRICT
LOWELL, MASSACHUSETTS

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR INTERIM SUPERINTENDENT

JULY 1, 2023 - JUNE 30, 2024

Personal Information:

Name Laryssa M. Doherty Home Phone 508-320-0687
Address 318 Bay Drive Office Phone _____
Canton, MA 02021 Cell Phone 508-320-0687
city state zip
Email Address laryssadoherty@gmail.com

How may we contact you? at work at home by e-mail by cell phone

Certifications Held

Certification State
Superintendent/Assistant Superintendent (MA-409717)
Principal/Assistant Principal PreK-6, 5-8, 9-12 (MA-409717)

Are you licensed as a superintendent in Massachusetts? YES NO

Are you eligible for licensure as a superintendent in Massachusetts? YES NO

If not, have you submitted an application for certification as a superintendent in Massachusetts? YES NO

Date of application: _____

Current School District Information:

Are you presently under contract to a school district? Yes
If yes, when does your contract expire? June 30, 2023
Name of District Malden Public Schools
Position Assistant Superintendent

Academic and Professional Training:

High School(s), Colleges, Universities Attended	Location	Degree
Boston University, Boston, MA		Ed.D. Education Leadership and Policy Studies (2023)
Harvard University, Cambridge, MA		M. Ed Educational Leadership (2009)
Ithaca College, Ithaca, NY		M.M. Music Education (2000)
Ithaca College, Ithaca, NY		B.M. Music Education (2001)

Professional Experience:

No. Years	Dates From/To	Position	School District
2	(2021-2023)	Assistant Superintendent of Diversity, Equity, and Engagement	Malden PS
4+	(2017-2021)	Principal	Edwards Middle School, Boston Public Schools
2	(2015-2017)	Senior Program Director, Academics and Professional Learning	Boston Public Sch
6	(2009-2015)	Instructional Program/Project Manager (AP)	Boston Public Schools
8	(2000-2008)	Teacher (please see resume)	

Other Relevant Work Experience and Achievements:

Education Supervision and Evaluation, Boston University, Wheelock College of Education and Human Services
A Deeper Dive into the Digital Divide, Massachusetts STEM Summit: Speaker (November 2018)
Redesigning Data-driven Professional Learning through Innovative Teacher Leadership, Learning Forward
Doherty, L., Tran, D., and Correll, J. "Aligning with the ESSA Definition of Professional Development: A Deeper Dive into the Digital Divide, Massachusetts STEM Summit: Speaker (November 2018)"
Doherty, L. (2023). Beyond the Book Study: The Impact and Implications of Professional Learning Communities

Memberships in Professional Organizations:

References:

Please list below the names and addresses of three persons who have knowledge of your professional competence and character, whom we may contact should you become a finalist.

Name Rafael Garcia Jr Address Malden, MA
Relationship Supervisee Phone Number [REDACTED]

Name Tommy Welch Address Boston, MA
Relationship Former Supervisor Phone Number [REDACTED]

Name Edward Lombardi Address Boston, MA
Relationship Former Supervisor Phone Number [REDACTED]

Release of information:

Please check one box:

Upon request from the media, I do do not give permission to the school committee to release my resumé.

A complete application form includes the following:

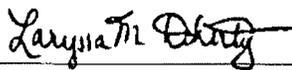
- 1. A completed and signed application form.
- 2. An up-to-date resume.
- 3. A copy of the candidate's Massachusetts superintendent license, or evidence that the candidate is eligible for licensure as a superintendent in Massachusetts and has submitted his/her application to the Department of Education.
- 4. Evidence of highest degree earned (copy of diploma, license and/or certificate).

All application documents listed above must be received in the MASC office on or before **May 31, 2023** at 3:00pm.

Please note: MASC does not maintain an applicant file for use in future searches.

A new application and application materials listed are required for each search.

I understand that, under the requirements of the Massachusetts Open Meeting Law, should I become a finalist, certain facts of my application will become public information and that the school committee may request a copy of my transcripts.

Signature  Date May 22, 2023

Send all information to: **Lowell Public Schools Search**
c/o Glenn Koocher
MASC
One McKinley Square
Boston, Massachusetts 02109
Telephone: (617) 523 – 8454; (800) 392 – 6023
FAX: (617) 702 – 4111

Email all information to Ann-marie Martin: amartin@masc.org

For further information please contact Glenn Koocher at gkoocher@masc.org (617-733-0497)

Please do not contact school committee members or members of the school administration.

Education:

Boston University, Wheelock College of Education and Human Development, Boston, MA

Doctor of Educational Leadership and Policy Studies, May 2023

Dissertation: *Beyond the Book Study: The Impact and Implications of Professional Learning Communities Studying Culturally Responsive Practices*

Harvard University Graduate School of Education, Cambridge, MA

Master of Education in School Leadership, June 2009

Ithaca College, Ithaca, NY

Master of Music in Education, August 2001

Bachelor of Music in Education, *cum laude*, May 2000

Massachusetts Certifications (409717):

Administration Licenses: Principal/Assistant Principal (K-6, 5-8, 9-12); Superintendent/Assistant Superintendent

Supervisory Licenses: Core (ESL); Non-Core (Arts)

Educator's Licenses: Music pre-K-12; ESL 5-12

Administration Experience:

Assistant Superintendent of Diversity, Equity, and Engagement

Malden Public Schools (July 2021-Present)

- Direct coaching and support to administrative teams at Malden High School, Ferryway K-8 School, and Linden STEAM Academy leading to achievement of benchmarks for student assessment and staff supports
- Led collaborative process including students, caregivers, staff, school committee members, community partners and community members in building a shared definition of Educational Equity and preparing for an Equity Audit for the 2022-2023 School Year
- Established district-wide, peer-led professional learning communities focused on increasing culturally responsive practices as well as book study essential questions co-created with facilitators to ensure a coherent arc of learning across all groups.
- Successfully implemented DESE grant funding focused on recruitment and retention of diverse staff, including MTEL preparation courses in targeted subject areas relative to the needs of both students and staff. Through these efforts, 94% of staff with licensure challenges were able to resolve these issues and be rehired for the 2022-2023 school year.
- Built partnerships with community organizations to increase opportunities for students to engage in multicultural activities as part of the District's after school programs
- Redesign of Welcome Center (formerly the Parent Information Center) to be more inclusive of caregiver needs during the enrollment process including: increasing multilingual staff, translation of all documentation in the major languages of the implementing a streamlined online registration portal, and redesigning website for clearer access.

Principal: Boston Public Schools

Edwards Middle School (April 2017-June 2021)

- Address cultural proficiency through coaching, collaborative book study, action research cycles, and restorative circles in order to move along the continuum of becoming an Anti-Racist organization
- Provide actionable support and clear expectations for teaching and learning through the coaching and feedback process, using the DESE Educator Effectiveness Rubric
- Support staff in implementing data driven improvement cycles resulting in improved outcomes for historical marginalized youth
- Co-Facilitate the Instructional Leadership Team to identify standards based focus areas and implement best practices specifically geared towards the Instructional Focus. This includes supporting the ILT members in designing and implementing LASW protocols, peer observations and feedback, and using data-based approaches to determine effectiveness and make necessary adjustments.

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- Support CPT Leaders in implementing restorative practices, increasing the effectiveness of our advisory program, and engaging families
 - Support student learning and conduct, including coordinating student support services to provide wrap-around services where needed
 - Continuous outreach to families through various methods of communication for both positive and critical feedback
 - Collaborate with teachers to implement restorative justice practices, peer mediation, and positive behavioral interventions to dramatically decrease the number of suspensions, discipline referrals and behavioral incidents
 - Support for peer leaders in consultation with district collaborative teams to address areas of growth for the district, including Transformation Schools Concept Council, Evaluation and Coaching, Equity Round Tables, and multiple task forces to support equitable educational practices during the COVID-19 pandemic

Senior Program Director: Boston Public Schools

Office of Academics & Professional Learning (2015-2017)

- Collaborate with district offices and external partners to establish and improve upon existing extended learning opportunities including curriculum redesign of extended learning time programs
- Design and implementation of professional development opportunities at the district and school level, focused on creation and implementation of curriculum that is cognitively demanding, culturally responsive, and accessible to all learners.
- Coordinating with multiple stakeholders to identify and address challenges related to coherence, particularly at the secondary level, including: access and performance in AP & IB courses, MassCORE completion, and updating the district's graduation requirements
- Manage the selection and implementation of new district core curricula and resourcing new and redesigned classrooms, ensuring equity for all learners including students with IEPs and second language learners.

School-Based Program/Project Director: Boston Public Schools

Timilty Middle School (2009-2011); Boston Latin Academy/Muriel Snowden International School (2011-2015)

- Facilitate collaborative teacher teams, resulting in sustained high achievement on MCAS and school-based assessments (see data below).
 - Conduct weekly or bi-weekly meetings with teachers to review observations and feedback; identify, implement, and review best practices; review lesson plans and analyze student achievement data
 - Continuous outreach to families through various methods of communication for both positive and critical feedback
 - Collaboration with teachers to implement restorative justice practices, peer mediation, and positive behavioral interventions to dramatically decrease the number of suspensions, discipline referrals and behavioral incidents in grades 7-10.
 - Coordination with local law enforcement, Child Protective Services, and truancy officers to address external factors impacting academic and behavioral concerns
 - Student improvement: Approximately 80% of students in grades 7 & 8 teams increased student proficiency in PARCC (sample questions), MCAS, and/or DBQ prompts
 - Coordinate State testing for MCAS, PARCC and ACCESS throughout the school, including scheduling proctoring, administration, and maintaining security.
 - Lead professional development sessions to align teaching to state standards and Common Core, analyze data, and increase the effectiveness of teacher collaboration, including additional sessions on using EDFS, SIS, Google, and to review the DESE Teacher Evaluation Rubric
 - Manage financial systems including ordering, stipends, and technology purchasing and integration, greatly increasing access to technology for students and staff
 - Chair the Boston Latin Academy Accreditation Committee (NEASC)
 - Recruited by the Office of Human Capital as a "master coder" to develop district norms for observation and evaluation
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Teaching Experience:

- **Harvard Graduate School of Education, Cambridge, MA:** *Teaching Fellow, Fall 2009 Semester*
- **John Winthrop & Dante-Alighieri Elementary Schools, Boston Public Schools, Boston, MA:** *Elementary Music Teacher, September 2007- June 2008*
- **Cameron and Walsh Middle Schools, Framingham Public Schools, Framingham, MA:** *Instrumental Director (Orchestra & Bands), August 2006-June 2007*
- **Roosevelt and Cleveland Elementary Schools, Rahway City Schools, Rahway, NJ:** *Instrumental Band Director, July 2005- June 2006*
- **Pine Bush High School, Pine Bush Central Schools, Pine Bush, NY:** *Choral and Instrumental Band Director, International Baccalaureate Advanced Music Teacher, August 2000-June 2005*

Guest Lecturer/Presenter:

- Education Supervision and Evaluation, Boston University, Wheelock College of Education and Human Development: Guest Lecturer (Spring 2021)
- A Deeper Dive into the Digital Divide, Massachusetts STEM Summit: Speaker (November 2018)
- Organization & Automation During the Evaluation Process, Boston Public Schools Leadership Institute: Presenter (August 2018)
- Redesigning Data-driven Professional Learning through Innovative Teacher Leadership, Learning Forward Conference: Presenter (December 2017)
- Redesigning High Schools for Improved Instruction, Harvard Graduate School of Education: Facilitator (June/July 2009)

Publication:

Doherty, L., Tran, D., and Correll, J. "Aligning with the ESSA Definition of Professional Development: A Responsive Blended Approach for Increased Access to Professional Learning." *The Line*. Mar. 2017: 46-50. Print.

Doherty, L. (2023). *Beyond the Book Study: The Impact and Implications of Professional Learning Communities Studying Culturally Responsive Practices* [Doctoral Dissertation, Boston University].

References:

Additional references may be furnished upon request

Rafael Garcia, Jr.
Principal
Malden Public Schools
978-273-4341
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Andrea So
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Boston Public Schools
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Massachusetts Department of
Elementary & Secondary Education

UNOFFICIAL LICENSE INFORMATION

Laryssa Doherty
318 Bay Drive
Canton, MA 02021

This license information was generated by the educator from the Department's electronic licensure file, ELAR. It should not be taken as proof of current licensure or as an official record. The Department advises that verification of this information via ELAR is always necessary.

Educator: Laryssa M Doherty

License #: ****409717

MEPID: 50651549

Original Certification Date: 07/11/2006

FIELD(LEVEL)	CATEGORY	APPLICATION TYPE	ISSUE DATE	EXPIRATION DATE
English as a Second Language (5-12)	ACADEMIC	Initial	10/30/13	**
Super/Dir Core Arts (Level depends on prereq license)	ACADEMIC	Professional	07/28/22	07/27/27
Super/Dir Non-Core (Level depends on prereq license)	ACADEMIC	Initial	05/27/14	**
Music: Vocal/Instrumental/General (All Levels)	ACADEMIC	Initial	07/11/06	**
Principal/Assistant Principal (PreK-6)	ACADEMIC	Initial	06/19/09	**
*Principal/Assistant Principal (5-8)	ACADEMIC	Professional	05/27/14	05/26/24
Principal/Assistant Principal (9-12)	ACADEMIC	Professional	05/22/15	05/20/25
Superintendent/Assistant Superintendent (All Levels)	ACADEMIC	Professional	07/28/22	07/27/27
SEI-Admin (Level depends on prereq license)	ACADEMIC	Endorsement	11/15/13	***
SEI-Teacher (Level depends on prereq license)	ACADEMIC	Endorsement	10/31/13	***
* Primary Area				
** Valid for five (5) years of employment.				
*** Due to varying requirements, please pay attention to the specific requirements for the potential of renewing an endorsement.				

Please contact the Department of Elementary and Secondary Education customer service at 781-338-6600, if your license information above is incorrect or incomplete.



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**



Boston University Transcript

Boston University Office of the University Registrar

881 Commonwealth Avenue
Boston, Massachusetts 02215

DATE PRINTED: 05/21/2023
PAGE 1

STUDENT NAME	IDENTIFICATION NUMBER	DATE OF BIRTH
Doherty, Laryssa Michelle	[REDACTED]	[REDACTED]

DEGREE AWARDED

Doctor of Education
 Major: Educational Leadership and Policy Studies
 Subconcentration: Educational Leadership: Early Childhood Education - Grade 12
 May 21, 2023

COURSES	TITLE	CREDIT	GRADE	HONOR POINTS	GPA SEM	GPA CUM
SUMMER II 2020						
ADMITTED TO WHEELLOCK COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT						
Doctor of Education						
SED AP705S	LDRSHP GRWTH	2.0	A	8.0		
SED AP759S	SCH IMP SCI INN	4.0	A	16.0	4.00	4.00
FALL 2020						
SED AP600	DIV/JUST IN EDU	4.0	A	16.0		
SED AP662	STU AFFAIR HE	4.0	A	16.0	4.00	4.00
SPRING 2021						
SED AP756	EQUITY	4.0	A	16.0		
SED AP996	DISS DEV 1	4.0	A-	14.8	3.85	3.95
SUMMER II 2021						
SED AP706S	COLLAB&INNOVA	2.0	A	8.0		
SED RS652S	QUALIT RES METH	4.0	A	16.0	4.00	3.96
FALL 2021						
SED AP631	CHILD POLICY	4.0	A	16.0		
SED RS615	RSRCH AS EVIDNC	4.0	A	16.0	4.00	3.97
SPRING 2022						
SED AP900	INDEPENDENT STY	4.0	A	16.0		
SED AP997	DISS CEV 2	4.0	A	16.0	4.00	3.97
SUMMER II 2022						
SED AP707S	CULTIV LEAD DIS	2.0	A	8.0		
SED AP900S	INDEPENDENT STY	4.0	A	16.0	4.00	3.98

BASIS OF ADMISSION

Ithaca College
 Ithaca, NY
 Bachelor of Music Education

Ithaca College
 Ithaca, NY
 Master of Education

Harvard University
 Cambridge, MA
 Master of Education

COURSES	TITLE	CREDIT	GRADE	HONOR POINTS	GPA SEM	GPA CUM	
FALL 2022							
SED AP900	INDEPENDENT STY	6.0	A	24.0	4.00	3.98	
SPRING 2023							
SED AP998	PROP DEV SEM	4.0	A	16.0	4.00	3.98	

Cumulative Credits Earned :					60.0		
Cumulative Grade Point Average:					3.98		

ACADEMIC PROJECTS

Wheelock College of Education and Human Development
 Doctor of Education
 PROPOSAL HEARING:
 09/23/2021 Approved
 The Pedagogical Impact and Implications of Professional Learning Communities Studying Culturally Responsive Practices

FINAL HEARING:
 01/24/2023 Approved
 Beyond The Book Study: The Pedagogical Impact And Implications Of Professional Learning Communities Studying Culturally Responsive Practices

DISSERTATION TITLE:
 02/12/2023 Approved
 Beyond the Book Study: The Pedagogical Impact and Implications of Professional Learning Communities Studying Culturally Responsive Practices

End of Transcript



1974 Family Educational Rights and Privacy Act Information

The information contained on this transcript is not subject to redisclosure to any other party without the expressed written consent of the student or his/her legal representative. It is understood this information will be used only by the officers, employees, and agents of your institution in the normal performance of their duties. This information should be destroyed once its need has been fulfilled.

This transcript is not valid without the authorized signature and the seal of the University.

Daniel A. Parks
 Assistant Vice President
 University Registrar

Boston University
Office of the University Registrar

Institutional Policies Affecting the Transcript Evaluation:

Grading System

LETTER GRADE	HONOR POINTS	EXPLANATION
A	4.0	
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	
D	1.0	
F	0.0	
AU	Not Applicable	Audit, no credit
CR	Not Applicable	Credit, course acceptable for degree
NC	Not Applicable	No credit, course not acceptable for degree
H	Not Applicable	Honors
P	Not Applicable	Pass
P*	Not Applicable	Pass, P/F course
F*	Not Applicable	Fail, P/F course

Incomplete Coursework is Shown by the Following Symbols:

I	Incomplete coursework
J	Registration in the same or continuing course necessary to complete requirements
W	Student withdrew from course
MG	Missing grade; grade not assigned
X	Unresolved status (instituted May 1986)

School of Social Work; Prior to the fall 1981 semester, all subjects graded P/F/W or I basis.

Grade Point Average (GPA)

The GPA is computed by dividing the number of grade points earned by the number of credits attempted. The following grade symbols are not given grade points, and work recorded with any of these symbols is not used in the calculation of grade point averages: AU, CR, NC, H, P, P*, W, MG and X. I grades are not computed until additional work is fulfilled and an appropriate letter grade assigned. The grades and credits of all repeated courses are calculated in the GPA. J grades are not computed until the required work in the same or continuing course is completed; at that time, the total credits for the course are computed in the GPA on the basis of the last grading date.

Spring 2020

The spring 2020 semester was disrupted beginning in March, 2020 by the COVID-19 pandemic. In response, an additional grading basis of Credit (CR)/No Credit (NC) was implemented for spring 2020, and applied to courses if selected by the student. Courses graded Credit (CR) satisfy all degree requirements for undergraduate degree programs. A grade of CR reflects a D or better. For graduate degree programs, a CR grade satisfies all degree requirements. For detailed information pertaining to graduate programs, visit bu.edu/reg.

Numbering of Courses

000-099	non-degree, no credit or general undergraduate
100-199	general undergraduate
200-299	intermediate undergraduate
300-499	advanced undergraduate
500-599	advanced undergraduate and/or graduate level
600-799	general graduate
800-899	advanced graduate
900-999	graduate directed study and research

School Name Changes

CAS	The College of Arts & Sciences was the College of Liberal Arts (CLA).
CFA	The College of Fine Arts was the School for the Arts (SFA).
CGS	The College of General Studies was the College of Basic Studies (CBS).
COM	The College of Communication was the School of Public Communication (SPC).
QST	The Questrom School of Business was the School of Management (SMG) and the Graduate School of Management (GSM).
SED	The Wheelock School of Education & Human Development was the School of Education.

Academic Calendar

The academic year is divided into fall and spring semesters of approximately 15 weeks each and two 6-week summer sessions. Certain programs and courses do not follow the University's standard academic calendar.

Accreditation

Boston University as a whole is accredited by the New England Commission of Higher Education, one of six nationally recognized accrediting agencies. Various schools and colleges within the University are accredited by other agencies as listed in the official University Bulletin.

Transcript Requests

Official transcripts are issued only to other institutions, agencies, and employers at the written request of the student. They bear date of issue, signature of a responsible University official, and the Boston University academic seal.